Grade 4
Narrative Writing - Personal Narrative

Instructional Unit Resource for the
South Carolina College- and Career-Ready Standards for
English Language Arts

South Carolina Department of Education
Office of Standards and Learning
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Grade 4: Narrative Writing:
Personal Narrative

Unit Rationale/Overview:

This unit is focused on narrative writing with an emphasis on analyzing author's craft. Its purpose is for students to analyze literary texts while exploring author's craft to write a personal narrative. The culminating assessment of this unit will require the students to plan and publish a narrative.

Students will be immersed in literary texts that demonstrate the qualities of narrative writing. Prior to writing their own narratives, students will have opportunities to engage in activities that increase their abilities to analyze meaning and make logical interpretations. The process of synthesizing information from multiple texts and exploring author's craft enhances students' comprehension skills. The will also become more adept at communicating new information and integrating it into their writing.

Teacher modeling of writing strategies, using personal stories and thinking aloud about the writing are crucial to the implementation of this narrative unit. Demonstrating craft, revision, and drafting, the teacher serves as an expert writer, who instructs children by modeling and by writing along with them.

Through collaboration, analysis of literary texts, and writing within this unit, students will learn skills that will assist them in developing the world class skills listed in the Profile of the South Carolina Graduate.

http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf

Estimated time frame for this unit: two to three weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Reading Literary-Text

4.RL.9   **Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

4.RL.9.1   Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.

4.RL.9.2   Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.

4.RL.12   **Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

4.RL.12.2   Determine characteristics of crafted text structures and describe why an author uses this structure.

4.RL.11   **Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.**

4.RL.11.1   Compare and contrast first and third person points of view; determine how an author's choice of point of view influences the content and meaning.

Writing

4.W.3   **Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

4.W.3.1   Gather ideas from texts, multimedia, and personal experience to write narratives that:
a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
b. orient the reader by establishing a situation and introducing a narrator and/or characters;
c. organize an event sequence that unfolds naturally;
d. use dialogue and description to develop experiences and events or show the responses of characters to situations;
e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
f. use a variety of transitional words and phrases to manage the sequence of events;
g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and
h. provide a conclusion that follows from the narrated experiences or events.

Embedded Standards/indicators

Inquiry-Based Literacy Standards

4.I.1   **Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

4.I.1.1   Formulate questions to focus thinking on the idea to narrow and direct further inquiry.

4.I.2   **Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives**

4.I.2.1   Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.

4.I.3   **Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

4.I.3.1	Develop a plan of action for collecting relevant information from primary and secondary sources
4.I.3.2	Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
4.I.4	**Synthesize information to share learning and/or take action.**
4.I.4.1	Draw logical conclusions from relationships and patterns discovered during the inquiry process.
4.I.4.2	Reflect on findings to build deeper understanding and determine next steps.
4.I.4.3	Determine appropriate tools and develop plan to communicate findings and /or take informed action.
4.I.5	**Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.**
4.I.5.1	Acknowledge and value individual and collective thinking.
4.I.5.2	Employ past learning to monitor and assess current learning to guide inquiry
4.I.5.3	Assess the process and determine strategies to revise the plan and apply learning for further inquiry.

Writing

4.W.4	**Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**
4.W.4.1	When writing:
	a. use relative pronouns and relative adverbs;
	i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons;
4.W.6	**Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**
4.W.6.1	Write routinely and persevere in writing tasks:
	a. over short and extended time frames;
	b. for a range of domain-specific tasks;
	c. for a variety of purposes and audiences;

Communication

4.C.1	**Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**
4.C.1.1	Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints
4.C.1.2	Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.

4.C.1.4	Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking and express new thoughts.

Clarifying Notes and/or "I Can" Statements

Clarifying Notes:
Scaffold the Learning
Analyzing relationships among themes is a challenging concept for students to grasp. Lacking the clarity of setting or plot, theme is subtle and subjective. Students must understand the role of characters, setting, and plot in relation to theme. The key to building students' understanding of theme is the use of a wide variety of narrative texts, media, and oral experiences to allow for repeated practice.

Gradual Release of Responsibility
The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include the teacher and students' working together, students' working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the "I can" statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students. Refer to Gradual Release Model at http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf

Reminders:
- Encourage students to begin using the words "story" and "text" interchangeably.
- Use anchor charts as visual references to provide students with ongoing support as they develop in their understanding. Ideally, anchor charts are made with students and may be displayed as needed or determined by the student work.

A narrative is a story with a beginning, a series of events, and an ending. Narratives may be fiction or nonfiction, and they usually tell about important events from a character's or subject's life. Narrative stories may be composed in the structural form of a circular text, seesaw text, or diary. Genres of narrative includes personal narrative, memoir, testimonials, oral history, biography, and narrative fiction. Within narrative fiction, the categories are realistic fiction, historical fiction, folktales, fantasy, fables, and myths.

The strategies listed within this unit can be taught within Writer's Workshop. When Writer's Workshop is integrated with reading, students construct meaning more accurately. The components of Writer's Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

For a complete Writer's Workshop personal narrative unit, see the following links:
http://northernenglishpowell.wikispaces.com/file/view/PersonalNarrativeDetailedLessons.pdf

http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching%20Resources/2nd/Resources/Explicit%20Instruction%202nd%20Grade%20Personal%20Narrative.pdf

The use of a reader's notebook is a key component in developing reading skills. It helps students reflect on their reading through notes and sketches, short-writes, graphic organizers, letters to other readers, and diary entries.

Teaching *Elementary Students to be Effective Writers*, provides evidence –based recommendations
for addressing writing for instructional practices. Those recommendations include the following:
1. Provide daily time for students to write.
2. Teach students the writing process.
3. Teach students to write for a variety of purposes.
4. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
5. Create an engaged community of writers. (Institute of Education Sciences, 2012)

For more information: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

The *Fundamentals of Writing* (K-12)
The Fundamentals of Writing provides the classroom structure for a writing community in a workshop. Students learn the recursive process of writing, act as collaborators with their teacher and peers in the writing workshop, produce clear and coherent writing, and incorporate author's craft techniques in their work. *Fundamentals of Writing* is designed for students in K-12; therefore, these are on-going expectations for English Language Arts classrooms. You may find the *Fundamentals of Writing* in the *South Carolina College*-and- *Career Ready Standards* for English Language Arts.
http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/ELA%20Standards/Fundamentals%202015%20Process.pdf

Encourage students to read like a writer and have collaborative conversations through "Turn and Talk."

Teaching Tips:
- Before you begin, model "turn and talk" with another adult or student. Emphasize the importance of having a two-way conversation with one person speaking at a time. Assign students a "turn and talk" partner or small group.
- During read aloud, stop several times at natural breaking points and pose queries for students to "turn and talk" about with each other.
- Where do you think this author got his/her ideas for this book?
- Listen to this! Let me reread the beginning of this book. Did the lead make you want to read the story?
- Did you hear any words that you want to remember and use in your writing?
- Can you picture this setting/character/event in your mind? How did the author help you do that? What words did the author use?
- Notice the way the sentences flow. Talk about how the author used sentence structure and style..

- Does this writing have voice? (Routman, 2003)

Targeted "I Can" Statements:
- I can identify how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone. (4.RL.9.1)
- I can explain how the author uses words and phrases in order to shape and clarify meaning. (RL.9.2)
- I can compare and contrast different points of view and how the point of view influences the meaning of a story. (4.RL.11.1)
- I can identify text structures and explain why an author used the structure. (4.RL.12.2)
- I can gather ideas and use effective techniques to write a narrative with descriptive details and sequenced events about real or imagined experiences. (4.W.3.1a)
- I can write a narrative that introduces the situation and the characters and/or the narrator. (4.W.3.1b)
- I can sequence my story correctly. (4.W.3.1c)
- I can use dialogue to show responses to characters or situations about real or imagined experiences. (4.W.3.1d)
- I can strengthen writing by planning, revising, and editing ideas. (4.W.3.1e)
- I can use transitional words in my writing. (4.W.3.1f)
- I can use sensory and precise words to develop the characters and set the mood of my writing. (4.W.3.1g)
- I can write a narrative that includes a conclusion. (4.W.3.1h)
- I can expand my sentences when revising to make my word choices more clear. (4.W.4.1i)

Essential Question(s)

These are **suggested** essential questions that will help guide student inquiry.
- How does the author use words and phrases in order to shape and clarify meaning?
- How can tone be identified in a text?
- How are text structures determined in texts?
- How does gathering personal ideas or creating imaginative ideas support the development of an effective narrative?
- How does dialogue contribute to an effective narrative?
- How does planning, revising, and editing ideas support the development of an effective narrative?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. The ideal time to deliver explicit instruction for the terms would be during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers. Effective instruction includes the use of formative assessment data to determine student's vocabulary needs.

These terms are new to the fourth grade standards. It is important to note that other important terms were taught in third grade, but you may need to revisit those terms. Effective instruction includes the use of formative assessment data to determine the student's vocabulary needs.

topics
sensory details
imagery
hyperbole
adages
dialogue
meaning
narrative
closure
concludes
tone
sequence
transitional words- Examples found in personal narratives include first, second, next, last, before, after, as soon as it started, after that, later, meanwhile, since, pretty soon, in the meantime, during, later on, at the end, at the beginning, when we finished, lastly, suddenly, soon after, after that
mood- Examples of mood words include excited, scared, cool, happy, dark, lonely, angry, hopeful, warm, disgusted, suspenseful, spooky, funny

Prior Knowledge

In third grade, students learned to explain how illustrations contribute to the creation of mood, character and setting. Third grade students also learned to compare and contrast how an author uses characters to develop theme and plot in different texts within a series.

Subsequent Knowledge

In fifth grade, students will compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences. Fifth graders will also have to compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.

Potential Instructional Strategies

All lessons build toward the culminating activity of writing a personal narrative.

Instructional Strategy: Identifying the Elements of a Personal Narrative
Learning Targets:
- **I can gather ideas and use effective techniques to write a narrative with descriptive details and sequenced events about real or imagined experiences. (4.W.3.1a)**
- **I can compare and contrast different points of view and how the point of view influences the meaning of a story. (4.RL.11.1)**
- **I can use relative pronouns when writing a narrative (4.W.4.1a)**

* Prior to this writing lesson:
  * Access YouTube video to see a modeled lesson about personal narratives. (https://www.youtube.com/watch?v=YHRkS_a5Km0 'Personal Narrative Modeled Lesson").
  * Conduct an interactive read aloud, using a personal narrative text. See Resources for suggested titles.
  * Create an anchor chart(s) that lists the following:
  Elements of a personal narrative:
    * Personal pronouns: *I, me, my, mine* are used
    * Characters- people or creatures about whom your readers will care
    * Setting- familiar or fantasy place
    * Action: something interesting and significant happens

  Rules of a narrative:
    * Know your audience
    * Have a story in mind:
      o story could be a small moment
      o the story can center on a lesson, an idea, or an image

  Describe:
    * The story shows; it doesn't tell
    * It uses sensory words and imagery
    * It creates a movie in the reader's mind (www.teachwith-movies.org)

Model (I do)
  * To begin the lesson, refer back to the previous read aloud. Tell the students to close their eyes while the teacher rereads portions of the text aloud.
  * Explain to the students that this text is a type of personal narrative. All personal narratives have certain elements – refer to the anchor chart.
  * Use the text to identify the personal narrative characteristics from the text.
  * Brainstorm a topic list of personal stories that could be used as a personal narrative.

Guided Practice (We do)
  * Have students assist in the completion of the personal narrative, referring to the chart as needed.

Independent (You do)
- The students will brainstorm a list of stories from their lives that they could use as a topic list for writing a personal narrative.
- The teacher will conduct independent writing conferences, document the results, and provide scaffolding, as needed.
- The teacher will bring the students together in a large group to share items from their topic lists.

Instructional Strategy: Crafting Narratives through Small Moments
Learning Targets:
- **I can gather ideas and use effective techniques to write a narrative with descriptive details and sequenced events about real or imagined experiences. (4.W.3.1a)**
- **I can strengthen writing by planning, revising, and editing ideas. (4.W.3.1e)**
- **I can compare and contrast different points of view and explain how the point of view influences the meaning of a story. (4.RL.11.1)**

Model (I do)
- Review the anchor chart on personal narratives by re-visiting a text previously read aloud. Highlight how the author crafted the text, using a specific point of view. Ask the students to identify the pronouns that identify the point of view in the text.
- Explain that today the class will begin to plan and draft their personal narratives with a story or topic from the list they generated previously.
- Show your topic list and choose a topic to write about and model. Model how to decide between two topics; one should be a *seed* (small moment) topic, and one should be a *watermelon* (big moment) topic.
- Continue by showing the students how to take a *watermelon* topic and use the details *seed* moments. Use a graphic organizer (Calkins, 2010)

BIG IDEA	KEY DETAIL
	KEY DETAIL
	KEY DETAIL

Guided Practice (We do)
- Give each group of students a watermelon topic (a topic from the students' experiences in school such as a field trip, guest speaker, first day of school, etc.)
- Have each group of students complete the graphic organizer together, concentrating on key details from the big moment.
- Guide each group as needed.

Independent (You do)
- Have students use the graphic organizer and their own personal topic list to plan their personal narrative.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding, as needed.
- Bring the students together in a large group to share what they have planned for their personal narratives.

Instructional Strategy: Good Beginnings
Learning Targets:
- **I can write a narrative that introduces the situation and the characters and/or the narrator. (4.W.3.1b)**
- **I can identify text structures and explain why an author used the structure. (4.RL.12.2)**

Model (I do)
- Explain to the students that good writers use good descriptive words to introduce the reader to the character and the setting in a personal narrative. Good beginnings have strong leads that establish the tone of the writing and the voice.
- Revisit several texts that have strong beginnings (see Resources for a list of mentor texts). Discuss what makes good beginnings.
- Create an anchor chart with the students to identify characteristics of good beginnings. The chart should include *onomatopoeia* (sound/noise words), *dialogue*, *ask a question*, *show action*. Also have the students brainstorm examples of boring and exciting beginnings.

Guided Practice (We do)
- Give student groups a topic, and have each group craft a beginning, using one of the items on the anchor chart.
- Encourage groups to use the mentor texts available as resources.

Independent (You do)
- Each student will use his/her planning document from yesterday's lesson to begin crafting a strong lead.
- The teacher will conduct independent writing conferences, document the results of the conference, and provide scaffolding as needed.
- The teacher will bring the students together in a large group to share what they have planned for their personal narratives.

Instructional Strategy: Sequencing using Transitional Words
Learning Targets:
- **I can identify text structures and explain why an author used the structure. (4.RL.12.2)**
- **I can sequence my story correctly. (4.W.3.1c)**
- **I can use transitional words in my writing. (4.W.3.1f)**

Note:
Prior to the lesson, the teacher should read aloud a text with the structure of *order and sequence* such as <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst

Preparation: Have students make sentence strips from the text.

Model (I do)
- Re-visit the *order and sequence* text that was read aloud previously. Show students that the text structure is that of *order and sequence*. Discuss why sequence is important in a personal narrative.
- Using sentences from the story on sentence strips, mix up the story so that it is out of order. Then retell the story in mixed up order to demonstrate the importance of sequence in a personal narrative. Highlight any transitional words.

Guided Practice (We do)
- Using sticky notes, have students plan their personal narratives.
- Take the sticky notes and draft a personal narrative that is in order and uses transitional words.
- Have the students identify and highlight the transitional words used in the draft.
- Have students keep their drafts so they can use them as models for their own writing.

Independent (You do)
- Have students use their beginnings from the previous lesson to continue writing their stories in order, using transitional words.
- Have mentor texts available for students to use as guides for their own writing.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding as needed.
- Bring the students together in a large group to share what they have written.

Instructional Strategy: Dynamic Dialogue

Learning Targets:
- **I can refer to the details and examples in a text to help support my thinking (4.RL.5.1)**
- **I can use dialogue to show responses to characters or situations about real or imagined experiences. (4.W.3.1d)**
- **I can strengthen my writing by planning, revising, and editing ideas. (4.W.3.1e)**

Model (I do)
- Read and show two short paragraphs from a personal narrative or from a text. One should have dialogue and the other one should not.
- Have the students identify the differences.
- Using a teacher created piece of writing, model how to add dialogue to the story.

Guided Practice (We do)
- Have the students turn-and-talk to a partner and share their writing.
- After sharing, ask the students to work with a partner to get ideas for adding dialogue to their narratives.
- Monitor partner work to assist and give guided feedback.

Independent (You do)
- Have students select one part of their stories and add dialogue.
- Have mentor texts available for students to use as guides for their own writing.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding as needed.
- Bring the students together in a large group to share dialogue within their personal narratives.

Instructional Strategy: Words and Illustrations that Set the Mood of a Story

Learning Targets:
- **I can use sensory and precise words to develop the characters and set the mood of the story. (4.W.3.1g)**
- **I can explain how the author uses words and phrases in order to shape and clarify the meaning. (RL.9.2)**

Note:
Preparation: Select a mentor text or poem with mood words.

Modeled Practice (I do):
- Explain that the lesson will discuss the *mood* of a story. Write the word *mood* at the top of a chart, and then write the definition: The *mood* of a story is how the story or illustrations make you feel.

- Show a series of pictures to the students, and ask them to think how the pictures make them feel.
- Model your thinking after each picture.
- Read a poem aloud to the students. While reading, ask the students to close their eyes and focus on the poem.
- After the reading, place the poem in front of the students and circle the words that help to create the mood in the poem. Explain that often writers choose certain words for impact: words to make the reader *feel* something. Go back and re-read the poem, modeling how to pick out certain words that answer the following questions:
- *What does the poem make you think of? How does the poem make you feel? What words are signal words to make you begin to think deeply?*
- *What is the mood the author is trying to create?*
- Begin a list of mood words on an anchor chart. Continue the process with several more pictures. Remind students that good readers stop and think about what they are reading. They pause to think and react to the text often.
- State to students, "In this lesson, we learned that a good reader pays attention to the words, phrases and illustrations to determine the mood."

Guided Practice (We do):
- Conduct a shared reading activity with a short poem (any Shel Silverstein of Jack Prelusky poem will suffice). Have the students join in on the second reading.
- Using the chart, ask the students to identify words or phrases from the poem that identify mood. Ask the students to think-pair-share and discuss the mood within their small groups.

Determining the Mood of a Text

Describe the mood of the poem.	Illustration	Words or phrases from the text that helped you determine the mood.

- Add any new words to the list that was established earlier.

Independent Practice (You do):
- Students will write a 4-6 sentence paragraph to describe a terrible storm that hit a small town. Remind them to set the stage for the reader by describing the setting. The students should be reminded to use outstanding details and strong verbs to help develop the paragraph.
- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding as needed.
- The teacher will bring the students together in a large group to share what they learned about mood and give examples from their own writing.

Instructional Strategy: Show Don't Tell

Learning Targets:
- **I can identify how the author uses <u>imagery</u>, hyperbole, adages, or proverbs to shape meaning and tone. (4.RL.9.1)**
- **I can use sensory and precise words to develop the characters and set the mood of my writing. (4.W.3.1g)**
- **I can expand my sentences when revising them to make my word choices more clear. (4.W.4.1i)**

Note:

An expansion to this lesson would include having the students identify words that could be expanded to show imagery; an example of this type of lesson can be found at: http://crafting-connections.blogspot.com/2014/04/show-dont-tell-writing-minilesson.html

Preparation: Create sparse sentences, such as I was cold; he was hungry; she was sad; we had fun.

Model (I do)
- Conduct a read aloud from a small text that exposes the students to the use of imagery. Explain that a good writer/author uses words that help to paint a picture or play a movie in the reader's head.
- Identify some of the imagery used in the text.
- Have students watch the following YouTube video that models the importance of using the right words in a story: https://www.youtube.com/watch?v=Hzgzim5m7oU

Guided Practice (We do)
- Display and read the following statements to the students:
    - I went to the mountains.
    - I went to the mountains and had fun.
    - Last fall, my family and I went to the majestic mountains in North Carolina, and we had a fabulous time hiking the long trails and sitting by the sparkling fire at night.
- Ask the students to discuss the effect of the third sentence as compared to the first two.
- Distribute sparse sentences to groups of students and have each group expand the sentences to show imagery.
- Share and discuss.

Independent (You do)
- Have students revise their own writing by expanding sentences to create imagery.
- Have mentor texts available for students to use as guides for their own writing.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring the students together in a large group to share what they have written.

Instructional Strategy: Shaping the Meaning with Hyperboles
Learning Targets:
- **I can identify how the author uses imagery, <u>hyperbole</u>, adages, or proverbs to shape meaning and tone. (4.RL.9.1)**
- **I can use sensory and precise words to develop the characters and set the mood of my writing. (4.W.3.1g)**
- **I can expand my sentences when revising to make my word choices more clear. (4.W.4.1i)**

Note:
Preparation: Download the poem from https://www.superteacherworksheets.com/pz-hyperbole.html

Model (I do):
- Read the poem aloud to the students and discuss.
- Show an anchor chart that defines the term *hyperbole* (comparing something "ordinary" to something really big or extreme. Hyperboles are often used to apply humor to a story or text.) and gives an example such as *My backpack weighs a ton!*
- Refer to the poem, and identify the statements that are hyperboles.
- Show the YouTube video for more examples: https://www.youtube.com/watch?v=BMMB8cTrxUs#t=11

Guided Practice (We do):
- Give each group of students the beginnings of a hyperbole, and have the groups complete the sentences to form hyperboles.
- Examples of bare bone sentences might include:
  - *The baby is so loud…*
  - *My brother is so tall…*
  - *My aunt is so sweet…*
  - *Her hair is so long…*
  - *Our school is…*
  - *My teacher is…*
- Early finishers will create their own hyperboles.

Independent (You do):
- Have the students select any working drafts from their Writer's Notebook.
- Encourage students to find places in their personal narratives to add a hyperbole.
- Have mentor texts available for students to use as guides for their own writing.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding as needed.
- Bring the students together in a large group to share what they have written.

Instructional Strategy: Good Endings
Learning Targets:
- **I can explain how the author uses words and phrases in order to shape and make the meaning clear. (RL.9.2)**
- **I can write a narrative that includes a conclusion. (4.W.3.1h)**

Model (I do):
- Re-read or revisit several read alouds that include strong endings. Point out the characteristics of good endings/strong conclusions such as, *wrap it up/put it all together, strong feelings, hope or wish, lesson learned; humor; strong image* by making a 3-columned chart to be used as an anchor chart
- As the anchor chart is created, use examples of each from the read alouds.

Characteristics of Good Endings	Name of Book	Good Ending Example

Guided Practice (We do):
- Using the class/teacher story that has been written thus far, ask the students to write a strong ending, using one of the characteristics.
- Refer back to the chart of examples and mentor texts as needed.

Independent (You do)
- Have students use their written drafts to write a conclusion that has a strong ending.
- Have mentor texts available for students to use as guides for their own writing.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding as needed.
- Bring the students together in a large group to share what they have written.

Potential Assessment Tasks

Culminating Activity: I can write a personal narrative. (4. W.3.1 and 4.W.3.2)
The culminating performance task (summative assessment) requires students to engage in the writing process to produce a personal narrative. The personal narrative could be real or imagined experiences or events. The writing will be assessed, using the Grade 4 Narrative Writing Rubric found in the Appendix.

Summative Assessment: Write a narrative. 4.W.3.1 and 4 W.3.2
- Students will write an on-demand narrative based upon a prompt.
- Students will write a narrative based on real or imagined experiences or events based upon an on-demand prompt.

The writing will be assessed, using the Grade 4 Narrative Writing Rubric found in the Appendix.

Materials Needed
Teacher- Teachers Directions for Time to Write: Narrative Writing found in the Appendix.
Student - Time to Write: Narrative Writing for Students handout found in the Appendix.

Formative Assessments:
The independent practice "I do" components of each lesson may serve as formative checks of students' understanding of the standard. Additional practices may be included as necessary.

 (4.W.3.1b & 4.W.3.1h): Powerful beginnings and endings to narratives
1. Using a rubric, assess writing to ensure that the narrative has strong beginnings and endings.
2. Use the Writer's Checklist that aligns with grade-level expectations of the students as writers at this point.

(4.RL.5.1): Hyperboles
1. Give the students certain hyperboles, and have them illustrate the literal and figurative meanings.
2. Give the students sample passages, and have them identify the hyperboles in each passage.

(4.RL.5.1): Imagery
1. After writing a simple paragraph, have the students add imagery and edit with a peer. The students will complete a peer review assessment task afterwards.
2. Give the students sample passages, and have them identify the imagery present in each passage

(4.RL.11.1): Point of View
Student will read a sample passage determine the author's point of view, and explain why it is important.

(4.RL.12.2): Text Structures
Give the students several different types of texts that have different text structures. The students will read the passages, identify the type of text structures and then give evidence to support their choices.

(4.W.3.1a): Getting Ideas and Details
  1. The students can create a topic list from which to choose topics.
  2. Have the students create a list of mentor texts.
  * Assess the students' Writer's Notebooks to see their ability to use both

(4.W.3.1c): Sequencing a Story
  1. Mix up the events in a story, and have the students place the story back in order.
  2. Have the students retell a story aloud in correct sequential order before they write their story.
  3. Assess the students' abilities to use a graphic organizer to plan a story in order.

(4.W.3.1d): Adding Dialogue
      Use sample student writing to have the students add dialogue to the story.

(4.W.3.1f): Transitional Words
      Use sample student writing to have the students add transitional words to a narrative.

(4.W.4.1i): Expanding Sentences
  1. Students will rewrite a paragraph by expanding simple sentences and making better word choices.
  2. Give each student a set of simple sentences and ask the students to expand each.

(4.RL. 9.1 & 4.W.3.1g): Sensory images
  1. This strategy may be assessed using a rubric. A sample of a sensory image rubric can be found at
        http://www.rcampus.com/rubricshowc.cfm?sp=true&code=D4A6B9
  2. The teacher may use anecdotal records to ensure students can explain sensory images.

(4.W.3.1e): Using a Writer's Checklist
      Students can assess their own writing by working in pairs, small groups or individually. A Writer's Checklist may be kept in student's Writer's Notebook or on wall in classroom.

Resources

Choosing Clear and Varied Dialogue
http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-clear-varied-dialogue-291.html?tab=4

Dialogue
https://educators.brainpop.com/bp-topic/dialogue/

This website provides different ways to incorporate formative assessments in the classroom.
http://www.edutopia.org/blog/dipsticks-to-check-for-understanding-todd-finley

Tracking and Supporting Student Learning with Kidwatching
http://www.readwritethink.org/professional-development/strategy-guides/tracking-supporting-student-learning-30971.html

Sample model lessons following the narrative format
http://www.uen.org/Lessonplan/preview.cgi?LPid=13899

Personal Narrative Modeled Lesson
https://www.youtube.com/watch?v=YHRkS_a5Km0

Show Don't Tell lesson plans
http://writingfix.com/6_traits/showing.htm

Time Proverbs
https://www.youtube.com/watch?v=z2o1bvu7jkw

Mentor Texts for Word Choice
- The Quiet Book by Deborah Underwood
- Come On Rain! By Karen Hesse
- Owl Moon by Jane Yolen
- Heat Wave by Eileen Spinelli
- In the Small, Small Pond by Denise Fleming
- A Bad Case of Stripes by David Shannon
- Any books by Jack Prelusky
- Any book by Shel Silverstein

Mentor Texts for Personal Narratives (teaching small moments)
- The Relatives Came by Cynthia Rylant
- The Pink House by Kate Salley Palmer
- Owl Moon by Jane Yolen
- Saturdays and Teacakes by Lester Laminack
- Roller Coaster by Marla Frazee
- Fireflies by Julie Brrinckloe
- The Snowy Day by Ezra Jack Keats
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
- Bigmama's by Donald Crews
- Shortcut by Donald Crews
- A Chair for My Mother by Vera B. Williams
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

Mentor Texts for Good Beginnings and Good Endings
- Owl Moon by Jane Yolen
- My Great Aunt Arizona by Gloria Houston
- Stop That Dog! The Great Gracie Chase by Cynthia Rylant
- The Relatives Came by Cynthia Rylant
- Because of Winn Dixie by Kate Dicamillo
- Bubba, The Cowboy Prince by Helen Ketteman
- Click Clack Moo by Doreen Cronin

Mentor Texts for Dialogue
- Peter's Chair by Ezra Jack Keats
- Ella Sarah Gets dressed by Margaret Chodos-Irvie
- Come on Rain! By Karen Hesse

SCORE	4 **Exceeds**	3 **Meets**	2 **Develops**	1 **Begins**
Focus/Setting	• Responds skillfully to all parts of the prompt • Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator	• Responds to all parts of the prompt • Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator	• Responds to most parts of the prompt • Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator	• Responds to some or no parts of the prompt • Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way
Organization/Plot	• Coherently organizes a clear event sequence that unfolds naturally, with vivid descriptive details • Skillfully connects a variety of transitional words and phrases to manage the sequence of events • Provides a conclusion that clearly follows from the narrated experience or events	• Organizes a clear event sequence that unfolds naturally, with descriptive details • Uses a variety of transitional words and phrases to manage the sequence of events • Provides a conclusion that follows from the narrated experience or events	• Organizes some sequencing but might confuse the reader • Uses some transitional words and phrases to manage the sequence of events. • Attempts a conclusion that may or may not follow the narrated experience or events	• Does not sequence narrative in a logical order • Uses few to no transitional words and phrases to manage the sequence of events. • Does not provide an apparent conclusion
Narrative Techniques	• Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events • Uses vivid dialogue to show the response of characters to situations • Uses imagery, precise words, and sensory details to convey experiences and events precisely	• Uses descriptions of actions, thoughts, and feelings to develop experiences and events • Uses dialogue to show the response of characters to situations • Uses imagery, precise words, and sensory details to convey experiences and events precisely	• Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events • Uses dialogue to support plot • Attempts to use precise words and sensory details to describe experiences and events	• Uses little to no description of actions, thoughts, or feelings to describe experiences /events • Does not use dialogue to support plot
Language	• Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning • Utilizes precise and sophisticated word choice	• Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Utilizes strong and grade-level appropriate word choice	• Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Utilizes vague or basic word choice	• Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning Utilizes incorrect and/or simplistic word choice

Adapted from Elk Grove Unified School District in Elk Grove, California

Write an essay explaining how Anne shows that she is a helpful friend.
Use evidence from the passage to support your response.

GENERAL DIRECTIONS

- Read the topic carefully before you begin to write.

- Use the Narrative Writing Checklist below to make sure you include the elements of writing a narrative piece of writing.

- Use the scoring rubric provided to review and revise your writing.

WRITING CHECKLIST

Does your writing

☐ present a real or imagined experience or event or short sequence of events?

☐ include descriptive details to describe the actions, thoughts, and feelings ?

☐ have clear event sequences?

☐ have transitional words to signal event order?

☐ have dialogue, pacing, and manipulation of time?

☐ use imagery, precise words, and sensory details?

☐ have a conclusion?

☐ show strong command of grammar, capitalization, punctuation, and spelling?

My New Friend
by Pam

Here I am… in a new school… in a new classroom… with another new teacher. UGH! I am going to have to make new friends….AGAIN!

My family has to move around a lot. When the rent goes up we have to go find an apartment. I know my mom tries hard to keep us in one place. She works two jobs in order to make sure that my sister and I can participate in track meets on the weekends. Thank goodness for the friends I have in my track club.

So here I am thinking about the past two weeks. Thank goodness for my new friend, Anne.

On the first day of school, I was sitting in my desk and everyone was looking at me. This girl walks up to my desk, and shouts, "Hey! You are new! I'm Anne. Who are you?" She had a big smile on her face and she reached out her hand to shake my hand. "Gosh," I thought, "This girl is friendly." After her introduction, she screamed across the room, "Hey, Paula and Candice, come meet the new girl, Pam!" I knew then that Anne was the type of friend I wanted.

After she introduced me to all the classmates, she asked the teacher, Mrs. Turner, if she could come sit beside me to "show me the ropes" of the classroom. Of course Mrs. Turner said "Yes". That entire day was fun! Anne whispered to me from across her desk, "I am going to make sure you have everything you need. You are not going to be ignored as a new member of our class. Some of the other girls may be mean to you, but I will make sure they treat you with respect and will be nice to you."

For the rest of the week, Anne sat in a desk beside me in the classroom, and with me at lunch. Paula and Candice joined us at lunch too. We laughed and talked about the homework, our irritating brothers and sisters, and the fun we had at art, music, and PE.

Then it happened… On the second week of school, someone took my IPAD. I looked in my desk, I looked in my cubby, and I looked in the IPAD cart. I was terrified of telling Mrs. Turner that the IPAD was missing. I KNEW I placed the IPAD back where in belonged at the end of the day. Anne was so supportive. She held my hand and calmly said, "I will go with you to talk to Mrs. Turner. I will tell her that I saw you place the IPAD back in the cart." I wanted to cry, but Anne said, "Don't you dare cry!" Mrs. Turner will understand and you will not get in trouble. Just let me do the talking!"

So Anne and I slowly walked to Mrs. Turner's desk. My hands were shaking and I could barely speak. Anne was so strong! She told the teacher everything! Mrs. Turner smiled at Anne and said, "What a good friend you are! Let's have Pam and you walk around the classroom and check the numbers on the IPAD. Someone may have just accidentally taken the wrong one."

So there we go. Anne stood in the middle of the classroom and in a loud voice, she stated in a teacher voice, "Now listen here! Someone has Pam's IPAD. Everyone put their IPADs on their desks. Pam and I are checking numbers!" By the time we got to the last row…BINGO! There it was! David had it! The numbers on his IPAD and mine were different by one number! David was so apologetic and Anne was jumping up and down screaming with joy!

Anne to the rescue! How great it is to have a friend like Anne! I sure hope that I can stay in this school forever, and I hope Anne will always be there as my friend.

Time to Write: Narrative Writing
GRADE4
TEACHER DIRECTIONS

Teacher says:
I am going to read you the story, *My New Friend* by Pam.
Story is on page 2.

Teacher says:
Listen as I read the writing directions.

Write an essay explaining how Anne shows that she is a helpful friend.
Use evidence from the passage to support your response.

Teacher says:
Before you start writing, let's review the Writer's Checklist. Listen as I read the reminders. When you are finished writing your essay, please remember to use your Writer's Checklist to revise and edit.

WRITING CHECKLIST

Does your writing

☐ present a real or imagined experience or event or short sequence of events?

☐ include descriptive details to describe the actions, thoughts, and feelings ?

☐ have clear event sequences?

☐ have transitional words to signal event order?

☐ have dialogue?

☐ use imagery, precise words, and sensory details?

☐ have a conclusion?

☐ show strong command of grammar, capitalization, punctuation, and spelling?

This on-demand narrative writing is not a timed writing activity. This prompt provides an opportunity for students to practice writing using a text-dependent passage.

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